

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is the activity done by English students as one of four basic skills in English. It is one of the basic skills in English that should be mastered by students. According to Nunan, mastering the art of speaking is the single important aspect of learning a second or foreign language and the success is measured in terms of the ability to carry out a conversation in the language.¹ So, the students should learn speaking as a second or foreign language to be successful in learning language.

Next, Speaking is an important skill to acquire and assess students progress in terms of their accomplishments in spoken communication. According to Hasibuan and Ansyari, many language learners regard speaking ability as the measure of knowing a language.² Murcia, the ability to speak language is synonymous with knowing that language since speech is the most basic means of human communication.³ In short, speaking ability is an important for human to communicate with each other as a measure of knowing a language.

Ideally, students are expected to be able to communicate in English as one of the international languages that is important in the world. By learning

¹David Nunan, *Language Teaching Methodology: A Textbook For Teachers*, Sydney: Prentice Hall, 1991, p. 39

²Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English As A Foreign Language(TEFL)*, Pekanbaru: Alaf Riau Graham Unri Press, 2007, p. 101

³Marianne Celce Murcia, *Teaching English as a Second or Foreign Language, Third Edition*, USA: Heinle & Heinle Thomson learning, 2001, p. 103

and using English fluently, they will be able to acquire science and technology. According to Egan, Speaking is the heart of second language learning but has been somewhat ignored in teaching and testing for a number of logistical reasons.⁴ According to Hasibuan and Ansyari, the goal of teaching speaking is communicative efficiency.⁵ Therefore, Students should pay attention to some aspects in speaking to be a communicative efficiency, such as pronunciation, grammar, vocabulary, comprehension, and accent.

As language teachers, especially teaching English as a foreign language, the teachers spend much time teaching English, designing materials, constructing test, and implementing those in teaching. Teachers are not only responsible for educating the students, but also having time to design a good material for their students. Today, the concept is too narrow for the sense in addressing the learning English as a learning activity in school, just getting a standard to pass the exam. According to Murcia, when teaching speaking English, EFL teachers need to be particularly adept at organizing class activities that are authentic, motivated, and varied.⁶ According to Martin, there are three requirements to make study effectively; create favorable conditions, generate appositve attitude, and develop good techniques.⁷ So, the teacher should have an interest strategy and good preparation for learning to make

⁴ Kathleen B. Egan. *Speaking: A Critical Skill and a Challenge* Federal language learning laboratory. 1999.[online] available: https://www.calico.org/html/article_615.pdf. [17 march 2012].

⁵ Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Op Cit* .p. 102

⁶ Marianne Celce Murcia, *Op Cit*, p. 110

⁷ Donald Martin, *How to be a Successful Student*, San Anselmo: Martin Press, 1991, pp. 12-13

students interested in learning speaking. English teacher should be able to motivate the learners in learning foreign language.

Based on the School-Based Curriculum, in speaking skill for the second year students of Senior High School, there are four basic competences that should be achieved at first semester. First, the students are able to express meaning in transactional (to get things done) and interpersonal (socialization) formal conversation, continued (sustained) by using variety of oral language accurately, fluently and acceptably in daily life context that involve speech act behavior in delivering opinion, asking opinion, expressing satisfaction and dissatisfaction. Second, the students are able to express meaning in transactional (to get things done) and interpersonal (socialization) formal conversation, continued (sustained) by using variety of oral language accurately, fluently and acceptably in daily life context that involve speech act behavior in giving advice, reminding, accepting request, expressing feeling relief, pain, and pleasure. Third, the students are able to express meaning in short functional oral text formal and informal accurately in variety of daily life context. Forth, the students are able to express meaning in monologue text by using variety of oral language accurately, fluently, acceptably in daily life context in text form: report, narrative, and analytical exposition.⁸ So, English teacher must be able to manage the teaching by using certain strategy in the

⁸ Silabus Bahasa Inggris Kurikulum Tingkat Satuan Pendidikan (KTSP), (Pekanbaru: Unpublished, kelas / semester: XI / 1, 2006), pp. 13-16.

⁴Depdiknas. Kurikulum Tingkat Satuan Pendidikan (KTSP), (Jakarta: Unpublished, 2006), p. 307

teaching-learning process based on the curriculum, so that the students will like it without feeling bored and despaired.

Islamic Senior High School Al-Usmaniyah is one of the Senior High Schools in Rohil. This school uses school-based curriculum as a guide of English teaching and learning in this school. English is taught 4 times a week with duration 45 minutes per period. This curriculum also gives priority for speaking skill by applying the basic competences as explained above. Though this school has done a lot of efforts to increase students' English competences, the students seem not to speak their English proficiency based on the curriculum given.

Based on the writers' preliminary study and investigation of the second year at Islamic Senior High School Al-Usmaniyah Bagan Batu district of Rohil regency, the minimum criteria of passing grade is 75. But in fact, the students' score was lower than 60. The writer found symptoms as below:

1. Some of the students have limited vocabulary.
2. Some of the students are not able to make correct grammar.
3. Some of the students are not able to comprehend their speaking.
4. Some of the students have low fluency and accuracy.
5. Some of the students cannot express their ideas.

Generally, the problems faced by the students are caused by some factors such as: the students rarely memorize vocabularies; they do not pay attention when they are learning about grammar; they cannot comprehend their speaking when they are speaking in front of the class, they only focus on

the text to communicate; the students do not speak English in learning speaking; the students do not have enough vocabulary to express their ideas.

The writer assumes that some of the students' problems in speaking can be caused by the uninteresting teaching strategy that has been used by the teacher. The material designed by the teacher was not interesting and the process of teaching-learning made students feel bored in learning speaking. So, the students could not reach the minimum criteria of passing grade stated by curriculum.

So, the writer is interested in using a strategy in learning English. There are many strategies that can be used by the teacher in process of teaching and learning. The writer uses inside-outside circles strategies invented by Spencer Kagan. According to Kagan quoted by Rigor, inside-outside circles is a simple strategy for students to share information when questioning, sharing, or problem solving in class.⁹ This is a great strategy to facilitate dialogue, build community, and provide for movement and interaction.¹⁰ It is especially helpful for EFL students who need to practice oral language. It provides a way to get students who normally would not talk to interact with others. thus, the writer is interested in conducting a research entitled **“The Effect of Using Inside-Outside Circles Strategy on Students’ Speaking Ability at Islamic Senior High School Al-Usmaniyah Bagan Batu District of Rohil Regency”**.

⁹Meredith Rigor, *English Language Arts: Second Six Weeks*. San Clemente: ESC Region. 2009. p.1

¹⁰an Kielven, *The Artful Science of Instructional Integration*. Barrie Bennett / Carol Rolheiser, 2001, p. 19

B. Reason for Choosing the Title

The reason why the writer is interested in carrying out a research on the title above are based on several consideration as follows:

1. The problem of this research is very crucial to be investigated in a research.
2. The title of this research is relevant with the status of the writer as a student of the English education department.
3. As far as the writer is concerned, the title of this research is not investigated by any other researchers.
4. The writer has ability to investigate the problems above pertaining to time, energy, location (distance), and finance.

C. Problem

1. Identification of the Problem

Based on the problem depicted in the background of the problem, thus, the problem of the research is identified as follows:

- a. Are the students memorizing vocabularies?
- b. Do the students pay attention when they are learning about grammar?
- c. Do the students comprehend their speaking when they are speaking in front of the class?
- d. Do the students speak English fluently and accurately in learning speaking?
- e. Do the students express their ideas?

2. Limitation of the Problem

Based on the identification of the problem above, it is clear that there are many problems in this research. So, the writer limits the students' problems and teachers' problems conventions on Inside-Outside Circles strategy on students' speaking ability of the second year at Islamic Senior High School Al-Usmaniyah Bagan Batu District of Rohil Regency.

3. Formulation of the Problem

Based on the problems limited above, thus, these research questions are formulated into the following research questions:

- a. How is students' speaking ability taught without by using Inside-Outside Circles strategy of the second year at Islamic Senior High School Al-Usmaniyah Bagan Batu District of Rohil Regency?
- b. How is students' speaking ability taught by using Inside-Outside Circles strategy of the second year at Islamic Senior High School Al-Usmaniyah Bagan Batu District of Rohil Regency?
- c. Is there a significant effect of using Inside-Outside Circles strategy on students' speaking ability of the second year at Islamic Senior High School Al-Usmaniyah Bagan Batu District of Rohil Regency?

D. Objectives and Significant of the Research

1. Objectives of the Research

This research is carried out in order to achieve the objective as follows:

- a. To get information about students' speaking ability taught without using Inside-Outside Circles strategy of the second year at Islamic

Senior High School Al-Usmaniyah Bagan Batu District of Rohil Regency.

- b. To get information about students' speaking ability taught by using Inside-Outside Circles strategy of the second year at Islamic Senior High School Al-Usmaniyah Bagan Batu District of Rohil Regency.
- c. To find out the effect of using Inside-Outside Circles strategy on students' speaking ability of the second year at Islamic Senior High School Al-Usmaniyah Bagan Batu District of Rohil Regency.

2. Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

- a. To give information about students' speaking ability taught without using Inside-Outside Circles strategy of the second year at Islamic Senior High School Al-Usmaniyah Bagan Batu District of Rohil Regency.
- b. To give information about students' speaking ability taught by using Inside-Outside Circles strategy of the second year at Islamic Senior High School Al-Usmaniyah Bagan Batu District of Rohil Regency.
- c. To give information about the effect of using Inside-Outside Circles strategy on students' speaking ability of the second year at Islamic Senior High School Al-Usmaniyah Bagan Batu District of Rohil Regency.

- d. To fulfill one of the requirements to finish the writer's studying in English Education Department of UIN Sultan Syarif Kasim Riau.

E. Definitions of the Key Terms

To avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

1. Inside-Outside Circles Strategy

According to Kagan quoted by Meredith Rigor, inside- outside circles is a simple strategy for students to share information when questioning, sharing, or problem solving in class.¹¹ Inside-Outside Circles is a kinesthetic activity that will involve all students especially those that may have a tendency not to interact with their classmates.¹² However, in this research, the terms of Inside-Outside Circles strategy is used by the writer in her research to teach speaking of the second year students at Islamic Senior High School Al-Usmaniyah Bagan Batu District of Rohil Regency.

2. Speaking Ability

According to Hornby, speaking is using language in an ordinary.¹³

Speak to somebody about something or speak up.¹⁴ To talk to somebody

¹¹ Meredith Rigor, *Loc Cit*

¹² *Highly Effective Instructional Strategies: the world is changing meet the future*, Colorado: Colorado School, p.11

¹³ A S. Hornby, *Oxford Advanced Learner's Dictionary of Current English, Revised and Updated*, New York: Oxford University Press, 1987, p.827

¹⁴ Hornby and E. C. Parnwell *An English Reader's dictionary. English Indonesian dictionary*. Jakarta Pusat: Pustaka Ilmu. 1977, p. 308

about something; To have a conversation with somebody.¹⁵ According to Kalayo Hasibuan, speaking ability is the measure of knowing a language.¹⁶ However, students' speaking ability in this research is defined as the students' ability of using spoken English in their communication activities.

¹⁵ Sally wehmeier, *Oxford Advanced Learner's Dictionary of Current English*, New York: Oxford University Press, 2000, p. 1289

¹⁶ Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Op Cit*, p. 101